

## **The Relationship among Transformational Leadership, Work Satisfaction, and Interpersonal Communication to Teachers' Organizational Citizenship Behavior**

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**Abstract:** *This study aims at determining the relationship of Transformational Leadership, Job Satisfaction and Interpersonal Communication to Organizational Citizenship Behavior (OCB). The research was conducted on 266 public school teachers randomly selected from 20 Junior High School in the city of Bogor, West Java, Indonesia. Using Mix Methods with sequential explanatory design, the study concludes that there is a positive relationship between: a) transformational leadership to OCB with a correlation of coefficient = 0.602 and coefficient of determination = 0.362, b) teachers' job satisfaction to OCB with a correlation of coefficient = 0.605 and coefficient of determination = 0.366, c) interpersonal communication to OCB with a correlation of coefficient = 0.604 and coefficient of determination = 0.365. The implication of these findings to boost teachers' performance are discussed.*

**Keywords:** *Transformational leadership, Job satisfaction and Interpersonal communication, OCB.*

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### **1. INTRODUCTION**

Education is one of the important and strategic agenda that demands serious attention from all sides because it is a major factor in the future development of the nation. Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers states that teachers and lecturers has a very strategic function, role, and position in national development in the field of education so it needs developing as a dignified profession. A professional teacher requires a number of requirements such as qualified professional education and scientific competence, has good communication skill with students, has creative and productive life, has a work ethic and a high level of interpersonal communication profession and always conducts self-development on an ongoing basis. Given the big responsibility of teachers in the situation and the conditions expected from the profession, it is necessary that the teacher displays behavior of exceeding the duty of teachers known as Organizational Citizenship Behavior (OCB). However, initial survey obtained from 30 teachers from several Bogor City Junior High School indicated that there was a tendency that not all teachers optimally engaged in activities within their organization providing initial assumption that OCB among school teachers in Bogor City is still low. Teachers tend not to optimally involve in activities both inside and outside of school. The tasks carried out is still limited to meeting the required workload. As such this research would like to analyze some variables related to Organizational Citizenship Behavior (OCB) in terms of transformational leadership, job satisfaction and interpersonal communication.

### **2. LITERATURE REVIEW**

Organizational Citizenship Behavior (OCB) is one of the main topics that get practitioners and researcher's attention and interests as it has the positive impact on different aspects of organizations (Rajiani, 2013). Many studies have been done to identify the factors that enhance and promote OCB. Factors related to personal characteristics, organizational environment, and leadership behaviors found to predict different types of OCB (Podsakoff, Mackenzie, Paine, & Bachrach 2000). Furthermore, Jahangir, Akbar and Haq (2004) argued that like most behaviors, there is no single cause of OCB. It is subject to multiple antecedents. Although there are many studies that identified the factors that promote or enhance the OCB in various organizations, very few studies examined the OCB among school teachers. As such this article analyzes the effect of transformational leadership, job satisfaction and interpersonal communication to OCB within

school teachers' context. Organ (2011) conceptualized OCB into five dimensions, namely, conscientiousness, sportsmanship, courtesy, civic virtue, and altruism. In explanation of these variables, he noticed that "conscientiousness" is a discretionary behavior of employees that exceed the minimum role requirements in organization. "Sportsmanship" refers to the willingness of employees to tolerate less ideal circumstances without complaining. "Courtesy" is another shape of discretionary behavior that prevents work-related problems with other employees. The person who shows "civic virtue", participate responsibly in, is involved in, or is concerned about the life of the company. Finally, "altruism" is a discretionary behavior of helping others in organizationally related task or problem (Organ, 2011).

### **2.1. Transformational Leadership**

Two primary images of school principalship have prevailed in recent decades—instructional leadership and transformational leadership (Marks & Printy, 2003). Instructional leadership, developed during the effective schools movement of the 1980s, viewed the principal as the primary source of educational expertise. Aimed at standardizing the practice of effective teaching, the principal's role was to maintain high expectations for teachers and students, supervise classroom instruction, coordinate the school's curriculum, and monitor student progress. For principals who lacked the skills to accomplish these tasks, coaching and on-site assistance were in short supply. Instructional leadership in practice fell far short of the ideal. To accomplish the reforms central to school restructuring, scholars of education espoused a model of transformational leadership. Transformational leadership focuses on problem finding, problem solving, and collaboration with stakeholders with the goal of improving organizational performance (Hallinger, 2003).

The concept of transformational leadership was initially introduced by Burns (2007) that is, changing leadership process between leaders and subordinates to help each other to advance to a higher level that is guided by the spirit and motivation. Two concepts: transformational leadership and transactional leadership are introduced. Then, Bass (2008) expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory. According to Bass, transformational leadership can be defined based on the impact that it has on followers. Transformational leaders, Bass suggested, garner trust, respect, and admiration from their followers. According to Bass (2008), there are four components of transformational leadership, namely: 1) *Intellectual Stimulation* – Transformational leaders not only challenge the status quo; they also encourage creativity among followers. 2) *Individualized Consideration* – Transformational leadership also involves offering support and encouragement to individual followers. 3) *Inspirational Motivation* – Transformational leaders have a clear vision that they are able to articulate to followers. 4) *Idealized Influence* – The transformational leader serve as a role model for followers.

The hypothesis formed to test for this purpose is:

*H1: Transformational leadership positively influences teacher's OCB within school organisations in Bogor Indonesia*

### **2.2. Work Satisfaction**

Most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. We hear debates and confusion about whether satisfied employees are productive employees, and HR practitioners rightfully struggle as they must reduce costs and are concerned about the effects on job satisfaction and, in turn, the impact on performance and other outcomes (Saari and Judge, 2004). Most of the earlier reviews of the literature suggested a weak and somewhat inconsistent relationship between job satisfaction and performance. Brackett (2010) concluded that the presumed relationship between job satisfaction and performance was a "management fad" and "illusory." This study had an important impact on researchers, and in some cases on organizations, with some managers and HR practitioners concluding that the relationship between job satisfaction and performance was trivial. However, further research does not agree with this conclusion. Organ (2011) suggests that the failure to find a strong relationship between job satisfaction and performance is due to the narrow means often used to define job performance. Organ argued that when performance is defined to include important behaviors not generally reflected in performance appraisals, termed

## **The Relationship among Transformational Leadership, Work Satisfaction, and Interpersonal Communication to Teachers' Organizational Citizenship Behavior**

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as organizational citizenship behaviors (OCB), its relationship with job satisfaction improves. Research tends to support Organ's proposition in that job satisfaction correlates with organizational citizenship behaviors.

The hypothesis formed to test for this purpose is:

*H2: Work Satisfaction positively influences teacher's OCB within school organisations in Bogor Indonesia*

### **2.3. Interpersonal Communication**

Satisfaction and happiness are suggested to be positively related to better performance (Fisher, et.al, 2010). Specifically, communication satisfaction has been found that affect on job performance (Gondek, 2010). As Fisher (2010) and Koys (2001) noted, OCB is an aspect of job performance. Therefore, interpersonal communication satisfaction in work environment is positively related to OCB (Kandlousi, et.al, 2010) which is an aspect of job performance. However, the main motive of the relationship between communication satisfaction and OCB is prescribed in the social exchange theory. This theory argues that people reciprocate the advantages that they receive from their organization. In other word, if employees are satisfied, then, they try to reciprocate by engaging in OCB. In numerous researches, social exchange theory has been used as the primary theory to explain why employees perform OCB (Bowler, 2006, Organ, 2011).

Therefore, we hypothesized that:

*H3: Interpersonal communication positively influences teacher performance within school organisations in Bogor Indonesia.*

## **3. DATA COLLECTION**

This study applies mix method with direct observation to the field aimed at analyzing the phenomenon occur when the research took place then confirm the finding by using direct depth interview. This way, writers apply *Sequential Explanatory Mixed Methods*. Descriptive statistics and quantitative analysis are used for finding initial solution to the problem encountered. The entity of this study were 793 public school teachers spreading out in 20 (twenty) junior highs in Bogor, West Java Indonesia. By using formula of Taro Yamane 266 teachers were taken as sampling unit.

Techniques of data collection in this study is in the form of questionnaire. The normality assumption is prerequisites to proceed to further test. Analysis is conducted with multiple linear regression and hypothesis testing is performed at a significance level of 0.05 while normality test is calculated with Lilliefors test.

## **4. RESULT AND DISCUSSION**

The teachers of listed organisations were asked to participate in the survey by responding their opinions for four different measures in transformational leadership, work satisfaction interpersonal communication and organizational citizenship behavior. The normality is performed with *Lilliefors test*. Data are normally distributed as the value of each variable is not exceeding the critical value for Lilliefors test. The Lilliefors normality test values for transformational leadership, work satisfaction interpersonal communication to organizational citizenship behavior are 0,033, 0,016 and 0,017 respectively below the critical value of 0,054 for n = 266.

### **4.1. Transformational Leadership and Organizational Citizenship Behavior**

Hypothesis testing confirms that transformational leadership positively affects OCB with correlation coefficient value of 0.602 and the coefficient of determination = 0.362. This means that 36.2% of OCB is determined by transformational leadership, while the other 63.8% is contributed by other variables. This finding indicates that with transformational leadership, principal of the school can develop this competence to influence, change, motivate, and become a role model for member of organization, as well as to make the right decisions and to develop the organization into a better direction for the present and the future in order job satisfaction and commitment are raised to a higher level of morality and the organization concern is given priority ahead of personal interest.

This finding is in line with Bertocci (2009) that the transformational leader is a leader who should have the ability to inspire and motivate his followers to produce something compliant to the expectations. Transformational leadership can be developed by a school principal in order to create job satisfaction and commitment of subordinates to fully achieve the objectives of schools and educational purposes. Since, transformational leadership has a great function in the educational process at school, a principal possessing a high transformational leadership will optimize the management function of the school being led.

Several previous studies in Indonesia have shown that transformational leadership has a positive relationship with OCB, e.g., Sabran (2010) proving the higher the transformational leadership level, the higher the OCB results, and vice versa, the lower the transformational leadership then the lower the OCB results. Thus, the analysis of this study further supports the results of previous studies regarding the existence of a positive relationship between transformational leadership with OCB in developing country of Indonesia.

Similarly, result of qualitative research interviews, observation and documentation in three Junior High School in the city of Bogor, confirms the tendency of the relationship between transformational leadership with OCB. This finding strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between transformational leadership and OCB.

#### **4.2. Work Satisfaction and Organizational Citizenship Behavior**

Hypothesis testing proves that work satisfaction positively affects OCB with correlation coefficient value of 0.605 and the coefficient of determination = 0.366. This shows that 36.6% of OCB is determined by work satisfaction, while the other 63.4% is contributed by other variables. The finding obtained in this study indicates that teachers' job satisfaction is an attitude based on an evaluation of what is perceived to perform the job.

This is consistent with Spector (2010) stating that job satisfaction as an attitude reflecting how people feel the work as a whole as well as various aspects of the job. Job satisfaction is an emotional state of a teacher in the context of the scope of work that can encourage and motivate teachers to work. Thus, teachers having higher job satisfaction will tend to display higher OCB level in performing their duties.

The results of previous research studies in Indonesia also have shown that job satisfaction has a positive relationship with the organization citizenship behavior (OCB), including the study of Hilmi (2011). This confirms, in Indonesian teachers' setting, the higher the job satisfaction, the higher the OCB, and vice versa, the lower the job satisfaction the lower the teachers' OCB. With discovered facts and data in the analysis of this study further supports previous research regarding the existence of a positive relationship between job satisfaction and OCB.

Furthermore, result of qualitative research interviews, observation and documentation in three Junior High School in the city of Bogor, confirms the tendency of the relationship between work satisfactions with OCB. This finding also strengthens the quantitative research hypothesis results testing that there is a positive significant relationship between work satisfaction and OCB.

#### **4.3. Interpersonal Communication and Organizational Citizenship Behavior**

Alike to the first and second hypothesis, interpersonal communication also positively affects OCB with correlation coefficient value of 0.604 and the coefficient of determination = 0.365. This shows that 36.5% of OCB is determined by interpersonal communication, while the other 63.5% is contributed by other variables.

This finding indicates that interpersonal communication is the delivery of messages and the exchange of direct and face to face information between individuals as well as to generate feedback to make the message understood and be conveyed properly.

This is consistent with Kreitner and Kinicki (2008) stating that interpersonal communication is the ability of individuals in the organization whose well communication skills is used to help the group make decisions. Interpersonal communication is one factor that can be improved so that teachers can optimize their function in carrying out their duties to achieve the best educational purpose. Thereby increasing teacher interpersonal communication will lead to the higher level of OCB in school.

## **The Relationship among Transformational Leadership, Work Satisfaction, and Interpersonal Communication to Teachers' Organizational Citizenship Behavior**

Results of previous studies also have shown that interpersonal communication has a positive relationship with OCB including Harsanti (2010). This indicates the better the interpersonal communication then the higher the level of OCB but in another side, the poorer the interpersonal communication the lower the level of OCB.

In line with the previous qualitative interview, observation and documentation in three Junior High School in the city of Bogor also confirms the tendency of the relationship between interpersonal communication OCB strengthening the quantitative finding that there is a positive significant relationship between interpersonal communication and OCB.

### **4.4. Interaction of Transformational Leadership, Work Satisfaction and Interpersonal Communication to Organizational Citizenship Behavior**

When tested together, hypothesis testing results show that there is a significant relationship between transformational leadership, job satisfaction and interpersonal communication to OCB. The regression equation generated is  $y = 53.379 + 0.271X_1 + 0.075X_2 + 0.246X_3$  with correlation of coefficient values = 0.613 and the coefficient of determination = 0.3759. This means that only 37.59% of OCB is caused by transformational leadership, job satisfaction and interpersonal communication while at 62.41% is contributed by other variables not included in the model. The small contribution proves what Jahangir, Akbar and Haq (2004) argued that like most behaviors, there is no single cause of OCB which subject to multiple antecedents.

## **5. CONCLUSION**

The findings reveal that there is a positive and significant direct effect between the organizational transformational leadership, job satisfaction and interpersonal communication to OCB.

Based on the initial design of the constellation between variables, the results showed that the contribution of transformational leadership variable on OCB is 36.2%, work satisfaction is 36.6%, and interpersonal communication is 36.5 % indicating the highest individual contribution to the teachers' OCB is work satisfaction. When combined together, contribution of the three variables of transformational leadership, job satisfaction and interpersonal communication reaches 37.59% indicating the contribution of other variables not included in the model to predict on OCB are 62.41% confirming this model is of moderate goodness. Other researchers wishing to conduct similar studies may include other variables such as; teacher professionalism, achievement motivation, work culture of teachers, teachers' resilience, creativity, work experience, training, principal's management, decision-making techniques and so forth. This confirms Podsakoff, Mackenzie, Paine, & Bachrach (2000) comprehension that it is necessary to conduct a comprehensive and critical analysis to identify the factors that enhance and promote OCB. Factors related to personal characteristics, organizational environment, and leadership behaviors found to predict different types of OCB mainly within schools' context which rarely explored.

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